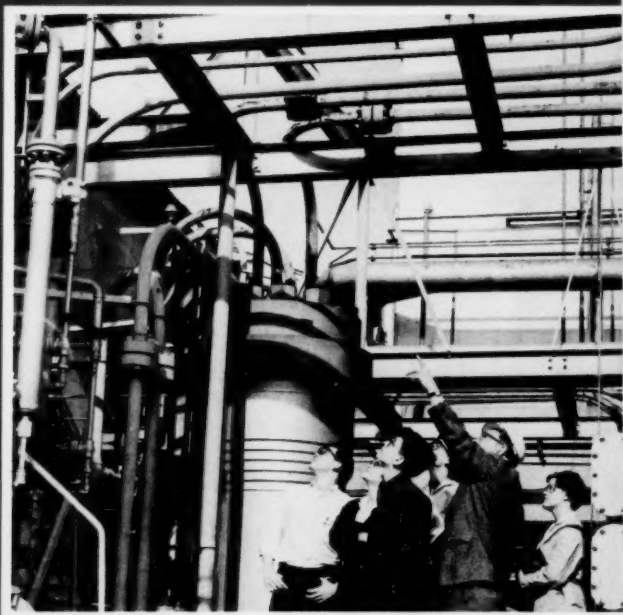


APRIL / 1960

Manage



- BETTER DELEGATING
- OPPORTUNITY PROVES A POINT
- LETTER TO AMERICA'S GRANDCHILDREN
- ACT ON FACT

NMA CLUB ANNIVERSARIES

APRIL

- 5 Years:** The Lock Club, Kwikset Locks, Inc., Anaheim, Calif.
 Northwest Airlines Management Club, St. Paul, Minn.
 Huntington O-I Management Club, Owens-Illinois Glass Co., Huntington, W. Va.
 Bendix-York Management Club, York Div., York, Penna.
 Nassco Management Club, National Steel & Shipbuilding Corp., San Diego, Calif.
- 10 Years:** Mobile Division, Supervisors Club of the Alabama Power Company, Mobile, Ala.
- 15 Years:** Victor Chemical Works Foremen's Club, Mt. Pleasant, Tenn.

MAY

- 5 Years:** American Airlines Administrative Assn. of Texas Ft. Worth, Texas
 Alexandria Management Club Alexandria, Ind.
 Selma Management Club Selma, Alabama
 Eagle Signal Supervisor's Club Moline, Ill.
 Miami Valley Aviation Management Assn. Vandalia, Ohio
- 10 Years:** National Supply Company Management Club Ambridge, Pa.
- 15 Years:** Ryan Management Club San Diego, Calif.
 Lockheed Management Club of California Burbank, Calif.
 Commonwealth Plastics Management Club Leominster, Mass.

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Armco Chairman Charles R. Hook lists several points every supervisor should know about himself . . . page 14.

Outstanding labor attorney and official of the NMA lists some of the do's and don'ts for supervisors . . . beginning on page 37.

Opportunity to prove oneself capable can arrive at any time. Dorothy Gray Smith cites one such case on page 41.

Herman Harrow provides food for thought in an article titled "Don't Bawl Him Out . . . Bail Him Out" beginning on page 51.

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MANAGE is published monthly on the 25th by THE NATIONAL MANAGEMENT ASSOCIATION (formerly The National Association of Foremen) as its only official publication. Entered as second-class matter September 9, 1952, at the post office in Dayton, Ohio, under the Act of March 3, 1879. Printed in the U. S. A. Publication office 230 West Fifth Street, Dayton 2, Ohio. All address changes and publications returned under postal regulation 3579 should be sent to editorial offices in Dayton. Editorial and executive offices: 333 West First Street, Dayton 2, Ohio. Copyright 1959 by The National Management Association. Subscription rates: annual U. S., \$5.00; foreign, \$7.50; single copy, 50 cents.

CIRCULATION THIS ISSUE: OVER 70,000, DOMESTIC AND FOREIGN.

Washington Report For Supervisors

by Michael S. Roberts



PRESSURE FOR NEW LABOR LAW MOUNTS

Pressure for another major overhaul of the nation's labor laws is mounting again . . . But it won't begin to bear fruit in 1960. Election-conscious congressmen will give precious little nourishment to demands from both unions and management, from liberal and conservative, to reopen the Pandora's box of labor-law revisions.

There are some minor rumblings now underway on Capitol Hill. Spokesmen for organized labor and management representatives are arguing bitterly before the Senate Labor subcommittee headed by Presidential aspirant John F. Kennedy, D., Mass., over proposals to permit so-called common-site picketing.

Labor spokesmen claim that the proposals to overturn a U.S. Supreme Court ruling prohibiting common-site picketing are necessary. The ruling interpreted the Taft-Hartley Act as forbidding one group of unions, such as electricians, to picket and thus close down an entire construction site where other contractors not involved in the dispute are also working.

The common-site picketing controversy will be joined by others to create a broad labor-management legislative fight. It'll probably get underway in earnest in 1961—but may not be resolved for a year or more.

BOTH SIDES DETERMINED

Management has served notice it'll begin to push harder for some of the union restrictions debated and rejected last year. These include making unions subject to the antitrust laws, breaking up some industry-wide bargaining systems, and perhaps some new strike controls. Unions are just as determined to pursue their regular demands—an end to the open shop or right-to-work sanction, repeal of some sections of The Landrum-Griffin law, and similar demands.

Where the fight last year leading to passage of the Landrum-Griffin Act centered on union corruption and on controlling methods used by the few racketeers to cement corrupt control, the new fight will be over general union economic powers and methods of exerting them.

Before it's over, the fight will be no less bitter, and no less inflammatory, than the Landrum-Griffin set-to.

The U.S. Supreme Court recently suggested that Congress should review the general collective bargaining laws. The lawmakers may want to put "greater stress on the role of 'pure' negotiation—that is, face-to-face talks, instead of pressure tactics outside the bargaining sessions," the court said. Congress may want to eliminate "more and more economic weapons from the parties' grasp," the high court added.

GENTLE PRODDING

The gentle court prodding was included in a decision in which it unanimously ruled that present labor law does not permit the NLRB to continue a drive of recent years against union slowdowns and other forms of "harassment" during negotiations. Congress in present laws has given the parties in negotiations wide latitude to use economic power to back up bargaining, it held.

Unions have a heavy stake in new laws, too, however. Recent reports by the U.S. Labor Department, and by the union leadership, show large loss of membership in recent years. The Bureau of Labor Statistics estimates total union membership has dropped 400,000 (to 18.1 million) below what it was just two years ago. The AFL-CIO estimates total union membership at 17 million, with another 44 million potential members who haven't signed up.

And unions are having an increasingly difficult time winning collective bargaining elections before the NLRB—it won about 57 per cent last year, compared with 63 per cent the previous year.

Unions thus believe they need all the help from Congress they can get to make union membership more attractive to non-member workers.

SHIFTING WORK FORCE, JOBS, FORECAST

Management, and individual workers, are going to be faced with some sharp changes in employment patterns in the 1960's . . . For management, the decade ahead will be one of accepting a work force with greater numbers of younger workers, and greater numbers of older employees, but fewer in the so-called "prime age bracket." For individuals, it'll mean shifting job opportunities, both as to type of employment and location.

For both, it'll be an era of continuous training and retraining as this country's production and technology work deeper into the new industrial revolution.

A new U.S. Labor Department study throws some light on the upcoming 10 years. Management is going to have to increase its employment of slightly handicapped workers and relax or abandon policies against hiring because of age, sex, race, religion, or nationality. If not, they may not be able to find workers they need, the Department claims.

Here's why:

The number of workers under 25 will jump by nearly 46 per cent by 1970; workers between 25 and 34 will jump 12 per cent; those between 35 to 44 (from which most foremen and supervisors are drawn) will dip by 200,000; workers over 45 will go up by 20 per cent, and women in the labor force will increase by 25 per cent.

For workers, job opportunities will show almost as broad shifts. Emphasis will be on skilled and semi-skilled jobs; training will be vitally necessary. Not all fields will increase as fast as the total labor force—jobs in transportation and public utilities fields will increase less than average, as will mining and agriculture.

NEW SECURITY SYSTEM DESIGNED TO SAFEGUARD RIGHTS

Safeguarding workers' rights, as well as the government's security, is the key to the new industrial security review system. For the first time in the controversial program, a worker accused of being a security risk will in most cases be offered a chance to defend himself against his accusers.

The new system was ordered by President Eisenhower, after a seven-month gap when there was no security review set-up. The U.S. Supreme Court ruled last June that the old system was illegal because it was not officially authorized by either the President or Congress. And it criticized the old system because accused persons were not afforded the right to defend themselves.

The industrial security program requires the 3 million employees of private firms doing defense contract work for the government to be cleared to handle classified material necessary to their jobs.

The new system requires that a worker be given a detailed statement of charges against him, and a chance to reply to them. He also must get the chance to appear personally to support an application for security clearance. Except in cases where undercover agents are used, or death or extreme illness prevent it, he must be given the chance to confront his accusers.

The accused must be supplied with a summary of the charges by the persons who are not appearing; the fact that he was not permitted to cross-examine accusers must be considered, and only the head of the government department (usually the Defense Department) involved may issue the final decision after a personal review of the case.

The new order doesn't end the controversy, however. Critics of the program are still vocal on both sides. Some claim that the exemptions to the cross-examination rule are too broad. Opponents of the new program argue that security clearance is a favor issued by the government, not a right, and that the system will be too time-consuming and not as tight in preventing subversion as the old system.

Youth Looks at

SCIENCE and INDUSTRY

READ OR HEARD ANYTHING about missiles lately? If you haven't, you're in solitary confinement. Our nation's military strength as compared to the military power of Russia is currently a hotly debated issue which will grow in intensity as this election year wears on. Military experts, those both inside and outside of the service, scientists, businessmen, and of course politicians, some well-informed and others with axes to grind, express strong viewpoints on missile development in this country. Such an important subject, one that concerns the very existence of the United States, quite naturally deserves the attention of every American. The vast flood of opinions, statistics, charges and counter-charges is so overwhelming that the issue at this stage seems more confusing than ever.

In this great debate there does appear to be one point of general agreement . . . that by matching or surpassing the military might of Russia we prevent their missiles aimed for free world targets from leaving

their launching pads. It seems a reasonable assumption that Russia would never start a nuclear war if it would mean her own destruction. Certainly the United States and her allies would never use their military might except in self-defense. If these assumptions are correct then a balance of power between the free world and the communist bloc would mean no armed aggression.

To neutralize the military might of the Iron Curtain countries does not mean, however, that the struggle has ended. There is another war going on right now that could destroy us just as surely as multitudes of nuclear missiles. The war the Communists are now waging is that of outproducing us in all manner of goods and

services. They openly boast that not only will they catch us but pass us in industrial output. And they'll do it if we do not improve our ability to produce better products in greater quantities at competitive prices.

Both missile development and the technological improvement of our industries create a huge demand for highly trained, skilled scientists and engineers. The bulk of these are being educated in our colleges and universities with a

from 1958 and 6.9 percent from 1957. This drop is coming at a time when total college enrollments were rising 10.9 percent during the last two-year period. In 1959, engineering students accounted for only 7.1 percent of all college students. If undergraduates in the engineering field keep reducing in number, then, of course, it is only a matter of time before there will be a critical shortage of the technically trained men needed.

8,000 science students shown opportunity within industry through efforts of NMA's Alabama Council

smaller number being trained in the facilities of large industrial corporations. But are we getting enough trained scientists and engineers? The demand is growing but there are indications that the supply is not.

Figures just released by the American Society for Engineering Education, for example, show that enrollment in the U. S. accredited engineering colleges has dropped for the second consecutive year. This past fall 240,063 students registered in engineering as compared to last year's 249,950. Total engineering enrollment in the fall of 1959 was down 4 percent

Charles Edison, former governor of New Jersey, former Secretary of the Navy and son of the late Thomas A. Edison, said this recently: "The students of today are going to carry the load in scientific things, but if they don't act it will be too late . . . the chance will pass. Though we're not engaged in a shooting war in this struggle for survival each will have to share in a leading way in the development of science and knowledge."

How do we go about directing young people into the necessary areas of education that will lead to scientific and engineering careers so impor-

tant to our nation? Ours is not a controlled society where the government can dictate the number of students who will be enrolled in a particular field. Scholarships are a partial answer, good only at the college level. Rather, we must encourage youngsters at the grade or high school level to prepare for these careers before they start college. In our democracy it must be voluntary. We wouldn't want it any other way.

Business and industry can and have been playing a big part in attracting youngsters into technical careers. In February, for example, some 300 corporations throughout the United States participated in National Youth Science Day. With the Thomas A. Edison Foundation's Fourth Annual Science Youth Day Dinner held in Birmingham for the first time, the center of the activity was in Alabama. During the week of February 8 to February 12 the National Management Associations' Alabama Council, consisting of 14 management clubs with a total membership of 1,000, conducted a statewide program of plant tours and science programs for high school science and engineering hopefuls.

The 109 separate tours gave nearly 4,000 science, engineer-

ing, physics and chemistry high school students a close look at a variety of going enterprises and the opportunities they represent. Steel mills, chemical plants, electricity generating plants, textile factories, metal fabricating plants and aircraft plants were visited by the selected youngsters. Length of the tours ranged from one to three hours, but were always tailored for the group. Many special demonstrations were arranged. The Vulcan Materials Company, for example, touched off a dynamite "charge" in one of its slag reclamation quarries that was a dramatic climax to a tour filled with the wonders of big complicated equipment doing amazing tasks. Old stuff to most people working within industry, but new and often exciting experiences to high school juniors and seniors.

Do these youngsters really appreciate the educational values of a plant tour guided by busy supervisors, or is it just a day off from school routine? Judging from their own comments, it was time well spent for the youngsters and for the community relations of the companies involved. Most common expression was, "I had no idea what industry was like, but I think this will give me a better understanding of what

it's all about, especially when we talk about our business system in school. I'm sure glad the company invited us out." Others were more specific. A young man who had just seen a remarkable demonstration of an automatic telephone at the Hayes Aircraft Corporation, Birmingham, exclaimed: "If they're inventing things like this all the time, then electrical engineering is a wide open field—plenty interesting with lots of opportunity."

A typical tour is one that took place at the Ketona Chemical plant near Birmingham. About fifty chemistry students arrived in the attractive plant lobby about 9:30 in the morning. Plant manager Henry Weiland welcomed them to the new plant and chatted informally about the work they were doing. Tying in the operation of the 7 million dollar plant under his direction to basic chemistry, he pointed out the need for more young people going into scientific careers and particularly the need in the chemical industry. Divided into groups of four or five with a Ketona employee assigned to each, the class inspected the plant.

The instructor with the students put it this way when asked how such tours could benefit the teacher: "I believe

in them. I like to show the practical application of the subject we are currently studying by a tour of an appropriate industry. Students can see how important their studies are to their futures."

In instances where tours could not be arranged, the Alabama Council of NMA took programs into the schools. An estimated 4,000 science students witnessed 171 science programs.

Highlight of the week's celebration was the Science Youth Day Dinner held in Birmingham that honored the 91 top science students in the state of Alabama. The dinner, held on February 11, was sponsored by the Alabama Power Company. Host for the dinner held on the 113th Anniversary of the birth of Thomas A. Edison was Dr. Thomas W. Martin, who neatly summed up the purpose of the observance by saying: "The Science Youth Day Dinner is not only to perpetuate the significance of Edison, but to encourage boys and girls in the study of scientific subjects." Despite the imposing list of distinguished guests, there was no doubt that the young scientific hopefuls were the honored guests.

The number of young students influenced by the honoring of the young scientists or the number attracted to scien-

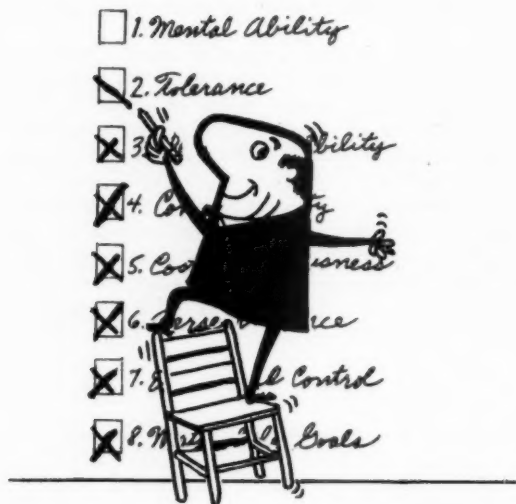
tific or engineering careers within industry is impossible to predict. But the need is clear.

Charles F. Kettering, the late inventor and founding president of the Edison Foundation, whose memory was brought sharply to mind by the presence at the banquet of his son, Eugene Kettering, made this re-

mark some years ago, "One Thomas Edison in a generation is no longer enough to sustain our kind of progress—today we literally need thousands of well-trained young people with the kind of vision, imagination and courage that took Edison on his lifelong conquest of the unknown."



"I said 'no smoking' . . ."



What a Supervisor Should Know About HIMSELF

by Charles R. Hook
Chairman, Armco Steel Corporation

RECENTLY I HEARD a definition of a supervisor. It proclaimed, "A supervisor is part salesman, part psychologist, part clergyman, part Solomon, and part magician." I disagree—too many other important factors are left out in this definition.

Many times over the years I have been asked what qualities I regard as the most important to successful careers in supervision. Having given this

a lot of thought, and having been with ARMCO since 1902 when I started as night superintendent, I have some definite

conclusions as to what a man should know about himself to be a leader.

Some years ago, President Eisenhower, while still a General of the Army, defined leadership as "the ability to get others to do the things you want them to because THEY want to do them."

This is a simple yet inclusive statement. It incorporates all of the things we need to know and to do in order to be successful. But, how can we get people to do what we want them to do because *they* want to do it? There's the rub. . . .

Brought to its simplest terms, the real issue is: "What are the qualities and personal attributes that enable an employee to grow with the company and to find a spot in top management?" Some of these qualities are obvious; but others, more elusive, often are overlooked. Let's talk about some of those elusive, yet important, qualities. Let's see what a supervisor should know about himself (and others) in order to keep out in front.

What Is Management?

Since we are part of the management team, we might start by defining just what our team stands for, what it means. A sly old New England Yankee

I once knew said, "If'n a thing ain't got no reason for bein', it shouldn't be." But management HAS a reason for being.

If you were the owner of a business, you would seek to find a man who has the particular characteristics and experience needed in each position to be filled. Then you would take the total number of men so employed and develop them into a well-organized, unified, efficient, and loyal "Team," satisfied with their opportunities and their relations with the company.

This is the difficult task of management and the main essential of every industrial or business undertaking. Since you are a part of the management function, it is your responsibility to see that a satisfactory product or service is created and disposed of at a price sufficient to cover the cost of materials, of labor, of insurance, of wear and tear, and of obsolescence—with a profit sufficient to pay a reasonable return on the capital invested and the risk incurred.

No great work was ever accomplished without a great deal of mutual effort and co-operation by many people. The people who work for you and with you are the lifeblood of your business—and of your own per-

sonal success. Without them, you, or any supervisor for that matter, would utterly fail in doing the job.

Let's look at it from a selfish point of view: You must have the willingness and co-operation of your workers to reach the ultimate goal *you* have set for *yourself*. People are the right arm of your success. As a successful baseball pitcher guards and protects his arm, you must treat your employees with respect, consideration, intelligence.

Possessing Loyalty

You seek loyalty from your employees. Do you have it yourself? Loyalty is, in my opinion, one of the most valuable assets you can possess for success. What makes a person loyal? Fair wages, a good pension plan, social insurance, paid vacations, and all of the other benefits *help*. But do they do the *total* job? I doubt it. I can remember when most of these things didn't even exist, yet we had many loyal and co-operative workers.

During the many years I was a supervisor in a steel plant I came to realize that deep inside most men is a great amount of pride in workmanship and joy of accomplishment.

Remember when you were a child? When Santa brought you

an Erector Set or Lincoln Logs—do you recall how you would sit and work with them until you had created a house, a bridge, or some other wonderful thing all by yourself? Can't you recall the childish pleasure and the thrill of accomplishment you felt? Do you still feel it today when you have completed a job or an assignment calling for personal effort? I might ask, do your employees feel it when *they* have completed a task—do you help them feel it?

I don't recall any man who found pleasure and satisfaction in his work who wasn't loyal to his boss and his company. It is the people who have very little interest in their work that create the problems.

I mentioned starting with ARMCO as a night superintendent. Early in my tenure I was confronted with a serious problem. Our four little manual-type sheet mills were driven by a steam engine which was too small to do the job. When two rollers simultaneously inserted a pack of partially rolled sheets into their respective mills, the engine would stall and all the mills would go down. I tried to get the rollers to alternate so no two would insert a pack at the same time. It didn't work. They continued

to stall the engine and shut down the mills. When I asked who was responsible, the men wouldn't tell on each other.

I tried laying off the man I assumed to be the culprit. However, I soon concluded that wasn't fair because I was not really sure I had caught the guilty one. Finally, I asked the men to appoint a committee to handle the problem. They held a meeting and decided on a three-day layoff for any roller who stalled the machine. This was a far more severe penalty than I had ever applied, but they were voluntarily disciplining themselves, so they had no problem in catching the culprits.

One day as I went into the plant, I met the chairman of the mill committee hurrying out, dinner bucket in hand and coat-tails flying.

"Where are you going, Billy? Are you sick?" I asked.

"No," replied Billy, "I just stalled that damn engine and laid myself off for three days."

Co-operation—a Must

No great effort was ever accomplished without a great deal of co-operation and mutual effort by many people. There can be no such co-operation until there is first confidence built upon the foundation of understanding. This, carried to its

fullest implication, means simply that supervisors cannot and will not get their work done with the greatest possible effectiveness until they first have willing, co-operative people to direct. And who is responsible for locating and developing such people?

Think it over a minute. Don't you agree it is a supervisory responsibility?

I list co-operation second only to loyalty as a vital function of a good supervisor. It is generally accepted that at least 90 percent of personal, political, and industrial disputes are the result of misunderstanding or lack of understanding. A good slogan we might adopt would be, "Take the mystery out of business." Bring it out of the realm of complexity and right down to where we can all understand the fundamental concepts of getting along with others.

Here is where a sound supervisor shines. He has the knack of getting co-operation from those below him, from those on the same level, and from those above. It has to come from these three groups for, like the old "Love and Marriage" song says, "You can't have one without the other."

Study any great man and you'll find a person who knew

how to get people to work together as a unit—to co-operate. Knute Rockne once said, "A football team is like a fine watch—all precisioned. If one small part is not working in harmony, the watch fails to function properly." Taking Rockne's definition, you are the one charged with making the watch work—you are the main stem of a perfectly functioning unit. Co-operation, as I said before, is second only to loyalty as the prime requisite of a top supervisor.

Supervisors Are Men of Faith

There is another important mark of a successful supervisor. It is the mark of faith. Are you a faithful man or woman? I don't necessarily mean the faith of a strict sectarian—important as it may be. I am referring to the man who has faith in his country, faith in our economic and business system, faith in his company, faith in his work, and faith in himself. In my honest opinion, no man can have faith in these things without first having faith in God.

No great work was ever accomplished without faith. You must have it in your people, in your supervisor, in the company—and you must get it in return. Faith is like the sun's reflection in a mirror—it shines

right back at you, brightly and forcefully. One top executive has said, "It is just as important for our employees to have faith in their supervisors as it is for them to have faith in the company. If they lack confidence in him or her as a person, they'll have little or no acceptance of the policies and decisions he or she represents. In that instance, we of top management have lost the battle right at the key point—the supervisory level."

Did you ever stop to realize just how big "employee faith" is? Most of the things workers do during each working hour are based on it. They are on time for their work; they try their best to get out quality products or service; they offer suggestions; they observe safety rules—all because they have faith. And that's a mountain load of faith, even though I haven't mentioned everything.

Remember, a company is an inanimate thing. It is just a scrap of paper—a charter—issued by a state authorizing it to conduct its business. It cannot speak. Management must be the voice of the company. If people are expected to believe in the company, management should speak out—should build their faith.

We observed earlier that you are management. Are you

faithful to yourself and to the policies you represent?

You Are an Honest Man

You can't be faithful without being honest. Nor can you gain loyalty, build the *esprit de corps* of your department, motivate others, or perform other parts of your job without being basically honest. When workers don't believe that their supervisor is a "square shooter," there is little hope that they will have faith in the company. That is a pretty blunt statement, but it is a true one. Despite the cynics, there are no degrees of honesty—a man is either honest or he is dishonest.

Honesty can be a hard master, true, but without its moral discipline, we become slaves to evil temptations. How often have employees performed difficult tasks because they felt they would "benefit," only to find no reward and no thanks? How often have they offered suggestions to supervisors who have exploited the ideas for their own self-gain? How often have employees "taken the fall" for supervisors who pass the buck?

Do your employees consider you an honest man? Better put, do you consider yourself completely honest? Have you ever told your people "white lies" to

keep them happy, passed the buck, berated them behind their backs, showed favoritism, taken credit for their ideas or accomplishments, or deceived them in other ways? Aside from the moral aspects of honesty, which are sound and established through our CREATOR—there is a more material and tangible aspect. It is simply this—get the reputation for being honest and you will find success follows. What does a child of seven know about Abraham Lincoln? Most of them will say, "You mean Honest Abe, don't you?" Once a man gets a reputation for being honest, he finds it easy.

Understanding Human Nature

Thanks to television and its knack of bringing to life ancient movies, most of us have probably seen the old standard, "Frankenstein." It deals with a mad scientist who creates a monster out of metal, chemicals, and electrical impulses. Once the monster is created, the scientist loses control of it and some pretty horrible situations develop. Brings up a good illustration, though—no man-made machine is equal to a human being. You can't reason with a machine—it has no human qualities of emotion, love, hate, frustration, desire, and all of the other plus and minus

qualities that go into a human being.

A supervisor who is a success knows human nature—his own and the characteristics of others. If a piece of equipment goes bad, you get it fixed. Most firms have maintenance crews for such emergencies. A big part of the duties and responsibilities of such groups includes constant preventive maintenance designed to keep the machinery running steadily and efficiently—by constant care, to prevent breakdowns. We do the same thing with our automobiles—regular oil changes, lubrication jobs, rotation of tires, and general tune-ups all add up to longer life for the car and decrease the possibility of breakdowns out on the road.

Now, what about people? How do you maintain yourself and others? We have agreed that a supervisor must be loyal and develop loyalty in others. You don't just press a loyalty button and suddenly find everyone loyal to you and the company. Nor is there a human nature button which will make all people conform to what you believe is good human relations. The place to start is with you.

Understanding Yourself

The ancient philosophers said: "Know thyself." Shakespeare observed, "To thine own self be

true, and it must follow . . . thou canst not then be false to any man." A successful supervisor says, "To lead others, one must first learn to lead himself."

A well-known industrial leader, who made a fortune in the chemical industry, confessed, "When I was a young man I had difficulty getting along with others, and when a person would disagree with me or see things differently I would just write him off as being dumb. I found a lot of dumb people in those days, too. One day my boss called me in and told me I had reached the end of my rope with the firm. When I started to argue with him and bluster, he got up, closed the door, pushed me into a chair, and started in:

"'You've got everything it takes to be a top supervisor but one thing. You're revolting. You can't even get along with yourself.' Then he proceeded to take me apart in one of the most candid, brutal, and accurate series of sentences I ever heard. He took me apart and put me back together again and when he had done so I, too, disliked what I had seen. Then and there I made up my mind I was going to make people like me.

"You know, it wasn't till I really became interested in

what the other fellow thought, and learned to keep quiet and listen to his side, that I started up the ladder. I was a failure for half of my life, but thanks to that conversation, the goodness of God in giving me time to change, and the many wonderful people I came in contact with over the years, I reached the success I now enjoy. How did it happen? I just decided that to eat the way I wanted to eat, I had to get along with people. It was rough at first, but after a while I didn't have to work so hard at it—it became natural—and fun."

The Importance of Motivation

There is another angle to this thing of understanding human nature, and it is really a basic key of supervision. It concerns motivating yourself and others to do the best work possible, constantly looking ahead for new worlds to conquer. I once heard a sales manager complain, "I have lots of potentially good salesmen but how do you motivate them?" Supervisors have the same problem. The answer lies within ourselves. Are we motivated for success? If we aren't, it is impossible to motivate others.

Here's a little motivation check list. (Page 22). Read it over and check yourself out to see how you score. If you have

any "no" answers, you have some areas that need work. If you have no negative replies, you are doing an excellent job—keep it up.

The Organization Man

As we have agreed, no great work was ever accomplished without a great deal of mutual effort and planning. The people who work with you are the lifeblood of your business—of your own personal success.

I am reminded of the man who wanted to teach his six-year-old daughter something about the geography of our country. Coming home from work one night he bought a jigsaw puzzle. It had a map of the United States on the one side, while on the other side appeared a picture of George Washington. That night after dinner the father gave her the puzzle and told her to start to fit the pieces together. He had hardly begun to read his newspaper when she called out, "Look, Daddy, I have it all together." The father was amazed and asked how she did it in such a short time. The little girl replied, "It was easy. You see there is a picture of a man on the other side. I put the man together right and the country came out right."

How true are these words. Put the man together right;

then not only the country but your company and your problems will come out right.

You are "the organization man"—you are the one who must put all of the pieces together and establish one smooth-functioning unit out of your men, materials, equipment, policies, and objectives.

Making a Personal Audit

What, then, does top management want in its supervisors? When all of the extra verbiage and decoration are trimmed down, these are the basic ingredients every company and

every management seeks in its men:

An adequate understanding of management

A true and meaningful sense of loyalty

The desire and ability to give and get co-operation

An understanding of human nature and how to motivate oneself and others

Faith in himself, his company, his God

A clear-cut sense of honesty

Strange as it may seem, while top management seeks these

MOTIVATION CHECK LIST

	Yes	No	Sometimes
1. Do you take the time to acquaint your people with the company? Do you show them what other departments do, reasons for policies, why records are vital?	—	—	—
2. Do you seek group solutions to problems? Do you "let employees in" on problems they might help solve?	—	—	—
3. Do you habitually compliment the group and individuals for good work? Do you refrain from holding compliments back because they might give them the "swelled head"?	—	—	—
4. Do you keep employees posted on how they're doing? Do you explain mistakes and try to correct the causes rather than just •bawling workers out?	—	—	—
5. Do you avoid thinking of your people as "machines necessary to get the work out"?	—	—	—

characteristics in supervisors, employees seek the same positive traits. Some time ago the United States Chamber of Commerce published the results of a "Guesstimate on How Employees Really Feel" in an issue of the "Washington Report." Employees in a number of plants and offices were asked to rate factors they looked for in supervisors. The top three listed by the employees were "full appreciation of work done," "feeling of being 'in' on things," and "sympathetic help on personal problems."

I might ask, can a supervisor develop these morale factors without first qualifying in the seven basic ingredients we have discussed?

Let's check ourselves on them and see where we stand. Just as a business audits the books periodically, you can run a personal audit on yourself. You'll be able to establish where you have been, as a person, and where you are going, as a supervisor. Here, in order of their importance to you, your family, your employer, your friends, and your country, are the eight check points of your SUPERVISOR'S PERSONAL AUDIT.

How Is My Mental Ability?

Have I trained myself to think rapidly and clearly by concentrating and avoiding

trivial distractions and nonessentials? Real thinking can be done in any atmosphere—even in a boiler factory! Did you know that the average man uses about 5 percent of his native intelligence? And you don't have to be a college graduate to succeed! Every healthy, normal individual—without exception, psychologists say—can DOUBLE his thinking power by the simple process of (1) determining to stop and think before acting (2) concentrating on what it is he must know or understand.

An old-timer in supervision in an Ohio firm was very upset by the fact that the firm was hiring young men for supervisory training—men who had college degrees. It bothered this seasoned and experienced department head a great deal. How could he hope to keep up with these young, highly trained, college-bred boys? "You can't teach an old dog new tricks," they say. But is that completely true? After all, "old dogs" have what youngsters don't have—experience. So the veteran registered for two night courses. In less than four months he was able to combine an intimate knowledge of the manufacturing techniques and processes with his leadership know-how. Result:

Veteran Supervisor Becomes Assistant Plant Manager! His ability had just needed development.

Am I Tolerant of Others?

Many supervisors are inclined to rear up on their hind legs when someone suggests they might be more tolerant—yet the suggestion may well be based on fact. Most of us are tolerant of the religion, race, or national origin of others—yet there are other forms of intolerance.

How about tolerance with the slow learner—the fellow who is sincere but must have time to catch on? Psychologists tell us many slow learners are slow forgetters, and once they have mastered the idea or technique become excellent producers.

Supervisors have to work with all kinds of people and must be able to fit them into the group. The fellow who is a griper, the guy with the quick temper, the chap who feels persecuted—they are all people with feelings of insecurity.

Centuries ago the Greek dramatist Euripides made a statement which I have repeated hundreds of time in discussions with groups in our organization. He said, "Whom the gods would destroy, they first make mad."

Realize this and avoid getting mad yourself and you can help workers to adjust.

Can I Plan Work?

On many jobs industrial engineers set production standards, but on some jobs it's up to the supervisor to decide what amount of work should be done during a shift. *Do you set reasonable goals and standards? Do you make it possible for employees to achieve job success?* That's part of having a good team. Success on the job is important to people. Often when an employee doesn't feel he is performing his job adequately, he's unhappy.

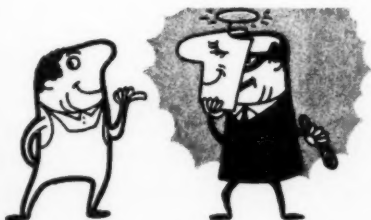
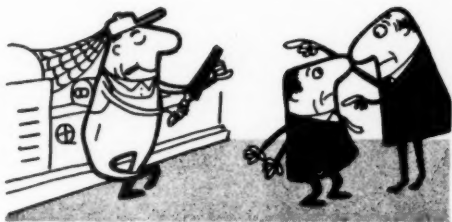
Planning and organizing refers to the way work is divided between your people in their different groups or individually. Is there a better way? Keep reviewing duties and be sure your planning includes the right man in the right slot. I have found that supervisors who are "do-it-yourselfers" are poor leaders. It's a matter of planning and delegating. Don't forget Eisenhower's definition of leadership: "The ability to get others to do the things you want them to do because they want to do them."

The supervisor who can't help his workers achieve job success by good planning is



We live in a push-button age—but there are still no push buttons to control human relations.

Can your workers call you "Honest John"—and really mean it?



It is the supervisor who is always held directly responsible for the efficiency of his team.

even less desirable to most management men than one who isn't too well qualified technically. It's part of the definition of management we talked about before; a good supervisor plans for himself, for his people, for the company, and for the future.

Basically there are four areas where supervisors must look and keep looking, if they are to really participate in the building and strengthening of the company and of their own jobs, too. Ask yourself these questions:

1. *Can I improve the organization of the work of the group?*

2. *Can I improve or simplify the methods of doing work?*

3. *Can I increase the ability of my employees to do the work?*

4. *Can I increase the "will to work" of my people?*

Can I Really Get Along with Others?

All men have the native ability to establish and maintain consistently good relationships with others, but many fail miserably to do so. Can you name one single trait that is more important to a supervisor than the ability to get along well with those below him, those on the same level, and those above? I can't. And yet there

are many men who struggle along in supervision—as they struggle along in life—without acceptance, without respect, without friendship. They lack dignity, sincerity, and considerateness.

Aside from the obvious fact that such people make mighty poor leaders over the long pull, there is the other truism that they are a source of constant irritation and upset any management group, not to mention employees, customers, stockholders, and business in general. They cost the company business.

Great wars, the threat of another great war, show the importance of man learning to get along with his fellow men. As never before, we are dependent upon one another.

You can't live and work with people who can't get along. Like so many other characteristics of a good citizen-supervisor in a democracy, this is an individual matter, but one which directly affects every man, woman, and child—employer, employee, customer, competitor—you meet. What's your "getting-along-with-others" rating?

Am I Cost-Minded?

Recently a hundred or so leading West Coast executives

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were asked what they considered to be the biggest problem faced by management this year. The answer was: *Cutting Costs*. And that's one of the problems you face right in your company.

Look at it this way: When the customer gives us a dollar, we turn right around and hand most of it to other people. The company keeps only a few pennies. Yet it is with these pennies that we must insure the jobs of all employees, sustain

Where in your section is the biggest expense, and what is it? It could be materials, labor, maintenance, or overhead.

As you audit yourself on cost-mindedness, keep in mind the fact that you can't do it all by yourself. It takes people. There's a lot of help to be had here. For instance, a supervisor with ten people working with him has ten times the opportunity to find ways to cut costs and help the company. The

A man who himself rose from supervisor to president tells about the qualities that help any supervisor to greatest success.

their benefits, provide stockholders a fair return on their investment, maintain the company's credit in the marketplace, and build to keep pace with others in our industry. We do all that with pennies.

A supervisor is a penny saver. Are you constantly looking for ways and means to cut costs, to build cost-consciousness in your workers, to help the company compete? The only exception is that this penny saving MUST NOT be at the expense of employees, customer good will, quality, or service.

main secret to reducing costs is to cultivate a strong belief in a fact that has been proved over and over again since man first walked the earth: There's always a better way. It may seem impossible to improve on your job, but keep in mind that man once thought that the best way to get from here to there was to walk.

In these days of high costs and lower profits you have a fine chance to make a great contribution. Keep your eye peeled for cost-cutting possibilities. How have you been doing in this respect so far? Ask

yourself, "What have I done to make my team cost-conscious?"

How's My Perseverance?

We all admire a fellow who "sticks it through to the bitter end." We say the man has "stick-to-itiveness." Men who gained immortal reputations because they persevered were Christopher Columbus, the founding fathers of America, the British during the blitz air attacks, and countless others. They are famous because they faced terrific odds but kept right on about the business in which they believed.

You don't have to go to the history books to find examples of perseverance, either. How about yourself? Have you developed that little something extra a supervisor needs—the ability to stay with an assignment, pleasant or unpleasant, until it is completely finished?

Ask yourself: "Do I stick with the job until it is done?" Have you ever noticed how much importance is attached to this human quality? People write songs and poetry about it as well as legends and stories which now have become part of our heritage. Every boy knows the reputation of the famed Northwest Mounted Police: "They always get their man." But Josh Billings really hit the nail on the head with

his comment: "Consider the postage stamp. . . . Its usefulness consists in its ability to stick to one thing until it gets there." That's a classic example.

It is this characteristic that assures a man with knowledge and ability that he will be successful in supervision—as in any other walk of life. If, despite difficulties, unpleasantness, and opposition, a supervisor continues to plow his furrow until it is finished, the crop he will harvest in the long run will more than pay for the effort.

Don't let the wise guys, the "short-cut" specialists, and other fellows who spend more time figuring how to get out of work than working, influence you. It is the fellow with the capacity and willingness to persist—to have that extra drive when the going gets tough—who regularly gets the nod when promotions come around.

Do I Control My Emotions?

A famous doctor contends that emotional troubles account for 85 percent of stomach trouble and a very large percentage of "heart difficulties." It has been estimated that 25 to 30 percent of the population causes 60 to 100 percent of all accidents. They are the "accident prone," related closely to

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the "mistake makers" who somehow or other keep on making the same mistakes again and again and again. It is taken for granted that cut fingers, broken arms, upset stomachs should have immediate attention. But too many of us fail to realize that emotional problems in back of these accidents and illnesses need attention, too.

Aside from the physical and mental damage our emotions can cause to our bodies, there is the factor of what they do to others—to others we depend upon to get our job done right. Ask yourself: *"Can I be counted on to act reasonably, steadily, and firmly under pressure of disappointment as well as success? Do I meet problems without 'blowing my top,' without sinking into the bottomless pit of desolation, depression, and self-pity? Can I master my emotions without getting a 'crisis psychology' which upsets my own life and that of my family, my employer, my workers, and my friends?"*

Emotional stability is important in business, too, because business depends on its supervisors today as never before. They are the kingpins in employee relations—the direct contact with labor—the first line of management.

Fortunately, stability is something each of us can do something about. Regardless of age and background, any man can increase or improve his stability by determined self-discipline. Train yourself to think before you act. Act from reason rather than from impulse, prejudice, or emotion. The effect will not only be to improve your over-all stability, but your efficiency and effectiveness as a supervisor, a family man, and a good citizen.

Have I Goals Which Make It All Worthwhile?

Some men just work for money; some for fame and position, possessions, and the fulfillment of ambitions. All of us, however, work for reasons which are linked with our needs as well as our goals. The man who is just working to get rich is due for many disappointments. But the supervisor who has his own personal program worked out—his sights set for goals of a full and warm family life, of community service, of a higher standard of living, education, the attainment of financial position that will enable him to enjoy the thousand and one things that make his life worthwhile—is going to find that his first success fully justifies his persistence and hard work.

What kind of supervisor does the management of any enterprise want? From my own experience and from what I have learned from leaders in many lines of endeavor, this would be what each would say:

"I want a man who understands what the word 'management' encompasses, a man with a loyal sense of purpose, who has a spirit of co-operation, who understands himself and can motivate others. He must be a man of faith who can develop faith in his people, and he must be honest unto himself and others. I want a man who can organize and plan for the pres-

ent and for the future—a man who uses his mental ability, who is tolerant of the failings and weaknesses of himself and his fellow men and can get along with all types of people. I want a man who is thrifty and cost-minded, who has an inner sense of perseverance and keeps his emotions under control. I want a man who is a leader and has his eye on positive, attainable goals he can reach through his own initiative, and abilities that will carry him to the top."

That's my definition of a successful supervisor. Does it describe you?



"And everyone still remembers you as the man who really told the boss off."

TIPS...

On Better Delegating

Your best speeder-upper to a bigger job is delegation. But delegation with a new slant. It will free you for growth, give more scope to your assistants.

by Roderick F. O'Connor
Russell & O'Connor, Atlanta
and Lester F. Zerfoss

*Staff Advisor for Executive Development
American Enka Corporation, Enka, N.C.*

YOU WANT A BIGGER JOB? Then how are you at delegating? Better be good, because there's only one thing more important: your ability to get your own job done.

You have to be a triple-threat man to be a good manager: You must get a job done. Get it done through people. And develop the people who report to you.

If you're like most managers, you treat the theory of delegation with respect at the conference table. But back on the job, the theory dims. And delegation becomes merely the way to get a job done.

If you operate this way, you

aren't even getting the work done well—to say nothing of being a triple-threat manager. You don't have time for planning, organizing, and thinking to give depth and long-range effectiveness to your job.

There's no better way to free yourself for these real managerial activities than to upgrade the abilities of people under you. Let's call it growth delegation.

New Slant on Delegation

Growth delegation is the reverse of delegation to get a job done. Often growth delegation seems to interfere with the orderly flow of department work. But your people will

grow when you give them new responsibilities, new authority. And you'll grow with them.

There are three good ways to delegate for growth:

1. Try Guided Experience—

Get a subordinate to participate in the planning, decision-making, and execution of his job. That way, he identifies the job as his own, contributes toward a personal goal. Also adds to his skill and to his knowledge. He feels good because his contribution is important to him, to you, and to the team.

He won't be complacent. The job will carry enough risk of failure to keep him on his toes. Afterward he will raise his standards and be more confident, more competent.

A delegated job must be so familiar that a man isn't afraid to tackle it, yet new enough to make it a profitable experience. And you must help your man along by making sure he can master new knowledge, skills, and facilities.

2. Use Training Assignments

—Help your supervisors learn the skills and attitudes of delegation by showing them how to delegate to their subordinates. (Teacher learns more than pupil.) Here's how:

Pick a job that your supervisor can delegate down the line and discuss it with him.

Discuss your man's plan, but make sure it stays his plan. If you plan for him, you're not delegating.

Encourage your supervisor to let his worker plan the "how" of the job, but set up checkpoints for review. If the plan seems weak, get the supervisor to think it through again. Don't you take over.

Evaluate the completed job with the supervisor. Help him define the new experience he's gained.

Keep a record of delegation. Build on your supervisor's increased ability in future assignments.

3. Delegate the Whole Job—

Look for chances to delegate the whole job. You'll have to get your man in on early planning (even if meetings begin at the next higher level). If you get him involved, he'll be equipped to make his own decisions, search out more information, do his own thinking.

New Look at Attitudes

Growth delegation sounds simple. But look out. Your attitudes may stifle your man before he begins.

An attitude is not just the way you think. It's the way you feel. Once you have an attitude toward your job, your subordinates, supervisors, or

associates, little can change it. Logic, advice, or facts won't. Only a deep or painful emotional experience will.

Take the case of John Jones, plant manager. He's nice enough. But status and control over people are important to him. His group, he thinks, is one big happy family. He tells how they come to him for guidance, how he has brought subordinates along, how they tell him he's done a lot for them. To Jones, Jones is a builder of men, a protective father. His people are below him. They are less intelligent, less capable. They need Jones for protection from their weaknesses.

But behind Jones's back they call him "Great White Father." One day Jones overhears one of his men:

"I've been trying to plant an idea in Great White Father's thick head. But unless he thinks it up first, he'll never okay it."

This shocks Jones deeply. But if he's willing to learn from what he's overheard, he can grow. He can—if he will—understand that his men don't think of him as he thinks they do. He may discover something wrong in his attitude. Then he can change. Or he can decide his men are unfair to him.

If he takes the hard way, he'll gain new insight—see himself

as others see him, become more sensitive to his subordinates' feelings.

Sizing Yourself Up

Now, to measure your attitudes against what's needed to make you a good manager, check yourself against these five common roadblocks to growth delegation.

Your Need to be Needed—

Everybody wants to help others. But be sure your eagerness doesn't make your subordinates dependent. Your tendency to do things for others that they could learn to do for themselves is an attempt to help yourself.

Your Fear of Losing Control

—As long as you stay close to an operation, know the details, exercise your know-how, make the important decisions, you're in control. But you aren't preparing for a bigger job, and your men aren't learning. Until you loosen up—concentrate on results, not methods—you'll be an over-the-shoulder manager.

Your Desire for Reward—

Often a man sacrifices some of his job satisfaction when he becomes a manager. He has to watch others achieve. Until you can get satisfaction from seeing their progress, you'll cling to your old habits.

(Continued on Page 36)

..... EIGHT STEPS TO

Here are eight things (sure, they're a big order) you can do to create a better climate for your subordinates to grow in:

1. Look Again at Your Subordinates—Remember that their performance could be worse, could be better. No one ever learns to work at full potential. But your men will give you more if you give them favorable conditions through better delegation.

If you delegate for growth, you should think in terms of what else a man can do, rather than what he hasn't done. If you expect nothing, nothing is what you'll get. But if you show a man you're expecting the best from him, he'll respond. He'll still make mistakes, but he'll use them to improve.

2. Take the Middle Road—Look over a man's shoulder and you smother his initiative. You spend too much time on details, too much effort on fault-finding, too little on planning and prevention.

If you are a let-alone super-

visor you may freeze your man into a rut. If you assume no news is good news your man will think his job doesn't warrant your attention. No man has a job of so little importance that his boss can forget it until something goes wrong. Give a man little things to do and you'll make him a little man. To give your man the growth factors he needs, let him know his job merits guidance, evaluation, recognition.

3. Measure the Job for the Man—If a delegated job is to be suitable for the man, it must be tough enough to challenge, but not too tough to do. In doing the job your man must feel he's improved personally. And have the feeling of a job well done.

4. Tell Top Management, Too—It's important to pass the word up to the next level above you. If you don't tell your superiors, your worker will realize his efforts are not likely to pay off.

5. Tell Your Man Where He Stands—When you give your

SUCCESSFUL DELEGATION

man an assignment, make sure he understands the responsibility he has, the job's priority, its importance and contribution to the production goal. Make sure there's agreement between you and your supervisor as to how far this man can go on his own, where he is free to make decisions and act upon them, at what points he must clear with you before going ahead, the resources he'll have to help him, and the conditions under which he can use these resources.

6. Make the Job Worth While—The job you give your subordinate must be challenging if it's to encourage growth. He must consider it worth doing. Don't use delegation just to get rid of dull routine. Delegation for growth is like a game of catch. You can throw the ball, but it's only when your man catches it and does something with it that play moves forward. If you force more work on him and he's unwilling, odds are the result will be poor. And if the assignment lacks chances

for him to learn, it tends to be routine.

7. Set Standards High—Set your standards so high that your man has to stretch to the limit. For his own job satisfaction, anything less than his best is not good enough. Your man—unless he's mismanaged—wants to grow.

It's only as your man feels competent, knows the quality of his work is high, that he will look on high standards as his means of getting recognition.

8. Reward Your Man—When you help your employee reach a high level of job satisfaction and productivity, be sure your reward to him is big enough and well-timed. Nothing will sour your man as quickly as the feeling that he's been "used."

After he's done a job, both of you will understand better the growth benefits of delegation. Your next step is to talk over the results—how he did the job, what went right or wrong. Then the finished job becomes a stepping stone to greater achievement.

Your Reliance on Yardsticks
—Emotional maturity is, in part, the ability to deal confidently with problems that have no definite answers. There's security in dealing with formulas, production figures, accounting data. The possibility of mistakes is small. But situations often demand decision because of variables and intangibles such as feelings and attitudes. No wonder many managers hesitate to add the intangible of an untried employee on a new job. You may

feel better if you can keep complete control.

Your Fear of Competition—As you reach middle age you may think you suffer by comparison with your subordinates. Your long experience loses value and the fresh technical know-how, vitality, and eagerness of younger men threaten you. What if you turn over jobs to these men? What if they do them better? Rather than take the risk, you rationalize your failure to delegate and magnify the inexperience and mistakes of your subordinates.

1960 Management Conference Dates

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| April 2 | Wisconsin Council
Lawrence College
Appleton, Wisconsin |
| April 2 | Lima City Club
Lima Sr. High School
Lima, Ohio |
| April 23 | Mid-Ohio Valley Management Council
Marietta College
Marietta, Ohio |
| May 14 | NMA New England Area Council
Fitchburg, Mass. |
| May 22-27 | 41st International Conference
National Office Management Association
Queen Elizabeth Hotel and Show Mart
Montreal, Canada |

In his day-to-day dealings with those he supervises, the first-line supervisor—sometimes known as the foreman—functions as a member of management. In that capacity, he has the duty and responsibility to implement management policies, interpret management's plans and decisions as they affect rank-and-file employees, and in general reflect the views and wishes of management.

For these reasons, the supervisor's attitude, actions, and opinions expressed in the areas of unionism and labor-management relations are of major significance.

The NLRB and the courts have held, generally, that in these sensitive areas the supervisor is, in fact, management—and that the company is legally responsible for his actions. It is therefore essential that every member of the management team, particularly the first-line supervisor, have a thorough understanding of what he may and may not do, what he may and may not say, and how his attitude, opinions, and actions may be construed under the law.

Herewith is a list which clarifies what the supervisor CAN do, followed by a second list of what he CANNOT do under the law.

These DO's and DON'Ts are presented here to serve as guidelines to supervisors in their day-to-day dealings with those they direct.

Some DOs and DON'Ts For Supervisors

Under the
Labor-Management Relations Act of 1947 and the
Labor-Management Reporting and Disclosure Act of 1959
by Charles A. Kothe
Vice President, Industrial Relations
National Association of Manufacturers

What You As a Supervisor CAN Do:

1. Tell employees that you and the company prefer to deal with them directly, rather than through an outside organiza-

tion, regarding problems arising from day to day.

2. Tell employees that you or a member of management are always willing to discuss with them any subject of interest to them.

3. Tell employees about the benefits they presently enjoy. (Avoid veiled promises or threats.)

4. Tell employees how their wages, benefits and working conditions compare with other companies, whether unionized or not.

5. Tell employees of the disadvantages that may result from belonging to a union—such as loss of income because of strikes, requirements to serve on a picket line, expense of dues, fines and assessments.

6. Tell employees that the law permits the company to hire a permanent replacement for anyone who engages in an economic strike.

7. Tell employees that no union can make a company agree to anything it does not wish to, or pay any more than it is willing or able to do.

8. Tell employees how you feel about unions and their policies.

9. Tell employees about any experience you may have had with unions.

10. Tell employees anything you know about any union or its officers.

11. Tell employees that the International Union probably will try to dominate the local union, or at least try to in-

fluence the thinking of the local members.

12. Tell employees about any untrue or misleading statements made through an organizer, or by handbill, or through any medium of union propaganda. You may always give employees the correct facts.

13. Tell employees about any known racketeering, Communist participation, or other undesirable activities in the union. (Relate only established facts.)

14. Tell employees your opinion about unions and union leaders, even though in complimentary terms.

15. Distribute reprints of articles containing information about unions or facts revealed through Congressional hearings, such as the McClellan Committee.

16. Tell employees that they are free to join or not to join any organization without prejudice to their status with the company.

17. Tell employees that merely signing a union authorization card or application for membership does not mean that they must vote for the union in an election.

18. Tell employees about the NLRB election procedures, the importance of voting, and the secrecy of the ballot.

19. Tell employees that the company opposes the principle of compulsory union membership.

20. Tell employees about their legal rights. However, there should not be any encouragement or financing of any employee suit or proceeding.

21. Actually campaign against a union seeking representation of your employees.

22. Make or enforce any rules requiring that solicitation of membership or discussion of union affairs be conducted outside of working time. (Remember, however, an employee can solicit and discuss unionism on his own time, even on company premises, when it does not interrupt work.)

23. Can lay off, discipline and discharge for cause so long as such action follows customary practice and is done without regard to union membership or non-union membership.

24. Can make assignments of preferred work, overtime, shift preference, so long as such is done without reference to the employee's participation or non-participation in union activities.

25. Can enforce plant rules impartially and in accordance with customary action, irrespective of the employee's membership or activity in a union.

What You As a Supervisor CANNOT Do:

1. Spy on union meetings. Parking across the street from a union hall to watch employees entering the hall would be suspect.

2. Conduct yourself in a way which would indicate to the employees that you are watching them to determine whether or not they are participating in union activities.

3. Promise employees a pay increase, promotion, betterment, benefit, or special favor if they stay out of the union or vote against it.

4. Threaten loss of jobs, reduction of income, discontinuance of any privileges or benefits presently enjoyed, or use of any intimidating language which may be designed to influence an employee in the exercise of his right to belong, or refrain from belonging to a union.

5. Threaten or actually discharge, discipline, or lay-off an employee because of his activities in behalf of the union.

6. Threaten, through a third party, any of the foregoing acts of interference.

7. Threaten to close or move the plant, or to drastically reduce operations if a union is selected as a representative.

8. Discriminate against em-

ployees actively supporting the union by intentionally assigning undesirable work to the union employee.

9. Transfer employees prejudicially because of union affiliation.

10. Engage in any partiality favoring non-union employees over employees active in behalf of the union.

11. Discipline or penalize employees actively supporting a union for an infraction which non-union employees are permitted to commit without being likewise disciplined.

12. Make any work assignment for the purpose of causing an employee who has been active on behalf of the union to quit his job.

13. Take any action that is intended to impair the status of, or adversely affect an employee's job or pay because of his activity on behalf of the union.

14. Intentionally assign work or transfer men so that those active in behalf of the union are separated from those you believe are not interested in supporting a union.

15. Select employees to be laid off with the intention of curbing the union's strength, or to discourage affiliation with it.

16. Ask employees for an expression of their thoughts about a union or its officers.

17. Ask employees how they intend to vote.

18. Ask employees at time of hiring or thereafter whether they belong to a union or have signed a union application or authorization card.

19. Ask employees about the internal affairs of unions—such as meetings, etc. (Some employees may, of their own accord walk up and tell of such matters. It is not an unfair labor practice to listen, but you must not ask questions to obtain additional information.)

20. Make a statement that you will not deal with the union.

21. Make statements to the employees to the effect that they will be discharged or disciplined if they are active in behalf of the union.

22. Urge employees to try to persuade others to oppose the union or stay out of it.

23. Prevent employees from soliciting union memberships during their free time on company premises so long as such does not interfere with work being performed by others.

24. Give financial support or assistance to a union, its representatives or employees.

25. Visit the homes of employees for the purpose of urging them to reject the union.

Opportunity

Proves

A Point



by Dorothy Gray Smith

WHEN I FIRST MET Anne Carlton she was a composed, self-confident woman who, for 25 years, had been executive secretary to Mr. McCann.

Six months later she was bitter and filled with resentment. "Being past 35 is difficult enough," she told me, "but past 50 is impossible."

She explained Mr. McCann had passed away, the business had been sold, and the new president had brought in a younger girl. Anne had been dismissed with a small termination allowance.

She had started out optimistically enough, but months of

trudging streets, and waiting in employment offices, had robbed her of the sense of security she needed so badly.

"All I ask," she said, "is an opportunity to prove my ability, but no one is willing to give it to me."

When I ran into Anne a year later she was her old self again, calm and assured.

"There's been considerable change," I remarked, "since I saw you last."

She smiled and said, "Yes. I'm back in the groove again; this time I hope to stay."

Curious as to what had happened, I asked her to tell me about it.

She said that when she had last talked to me she had felt pretty low. That she had thought she was at rock bottom, but found there was even a lower level.

That after four months of scanning "Help Wanted" ads; being told she was a little too old for this "rat race"; spending aimless hours in employment offices; and waiting for promised calls that never came, she had become thoroughly disgruntled.

In fact, since she was a widow, dependent upon her earnings, she had become a little frantic.

"My savings were dwindling

fast," she said, "and I had to eat; so I swallowed my pride and registered at part-time agencies for temporary work. Any kind of office work."

Since employers of temporary help weren't particular about age, the next few months had found Anne in a wide variety of odd places, working with outmoded and improvised equipment. But she was making ends meet.

"After all those prestige years," she told me, "being forced to swallow crumbs was a bitter pill. But I gave my best with the hope that somehow, somewhere, something would happen that would give me an opportunity to prove myself. And it did."

I could detect a complacency in Anne's voice as she told me about that day she had been sitting in a far corner of the MacDougall Construction Co. office, typing statistical reports.

The old typewriter had quivered with each stroke of the keys, vibrating the rickety table on which it sat. Anne had surmised it would be a long day, and was glad it was the last of this temporary job.

She had just glanced up at the office clock, which showed 9 a.m., when Mr. MacDougall came storming out of his office.

"Where's that secretary of mine?" he bellowed. "I've been buzzing, and she doesn't answer."

Johnny, the office manager, had jumped up nervously stating she wouldn't be in; that one of her little girls was ill.

"Not again," Mr. MacDougall had boomed. "Every time I need that girl most, she's OUT. There's a big job hanging fire; if we don't have estimates ready for tomorrow morning, we'll probably lose it."

MacDougall had turned to Johnny, telling him to get Anne a couple of fresh notebooks and plenty of sharpened pencils.

She spent the next two hours sitting across from him, while he poured over the miscellany of papers spread out on the desk before him, dictating as he went.

At the finish he had complimented Anne for not having disrupted his thoughts every few minutes with foolhardy questions. "I hope the finished

*A woman past 50 proves experience and initiative
are valuable at any age. An example
for any line of work . . .*

Anne had watched him run his broad hands up through his red hair. "Isn't there anyone else in this office who can take shorthand?" he blustered.

Anne had swallowed hard. Standing up, she kept her chin high. "I can, Mr. MacDougall," she said, "I was an executive secretary for 25 years."

She saw his bushy eyebrows go up, as he viewed her with a certain amazement. "Who are you?" he asked.

"Mrs. Carlton," Anne replied crisply.

Without another word, Mr.

product is as good," he remarked dryly.

Anne knew he was close on her heels as she left his office, and was relieved to hear him tell Johnny she would work on the new typewriter at Lucy's desk, and to see she had all the supplies she needed.

It was a half hour before closing time when Anne had placed the stack of neatly typed estimates on Mr. MacDougall's desk.

"Can you wait until I look these over?" he asked gruffly.

Anne had said she would. She

had then returned to the old typewriter and rickety table to finish a report, vowing that if it were ever within her power, she would do something drastic about the antiquated equipment temporary help was obliged to work with.

She had just tucked the check Johnny had handed her in her bag, and was preparing to leave, when Mr. MacDougall called her.

Inwardly Anne trembled, but outwardly she appeared calm and businesslike.

"If you have a few minutes, I'd like to talk to you," Mr. MacDougall said, somewhat apologetically, pointing to the chair across from him.

Anne sat down. "Of course," she said.

Mr. MacDougall had begun by telling Anne he had never before been handed such accurate, attractively set up, estimates; nor had he had them done so quickly.

He had continued by stating that with a woman of her qualifications in the office, his worries about details would be over.

Then he had leaned across his desk, and Anne's heart had skipped a beat as she listened to the words she had feared she might never hear again.

"Mrs. Carlton," said Mr. MacDougall, "how would you like to be my secretary? Permanently?"

For a brief moment Anne had felt great pride at the eagerness in his voice, but she couldn't chance another disappointment.

"I must remind you, Mr. MacDougall," she had said, "I'm past fifty."

"By Jove!" Mr. MacDougall had exclaimed, "I admire your frankness, but I'd never have thought it."

"Then . . . then you don't mind?" Anne asked, hesitantly.

For the first time since she had worked in the office, Anne heard Mr. MacDougall laugh. "Of course not," he said, "what I need is efficiency. If it comes with age, it's all right with me."

Anne had taken a long breath as she rose and extended her hand. Mr. MacDougall had shaken it vigorously.

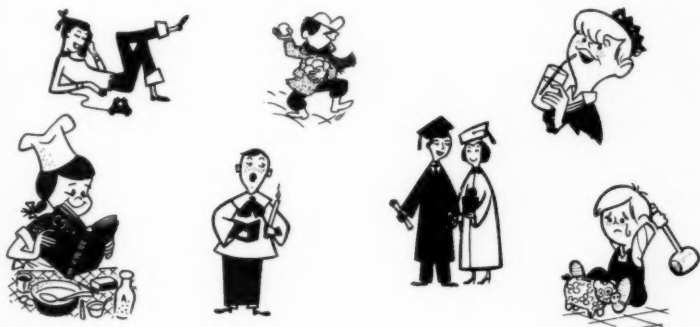
"That was six months ago," Anne told me. "Since then, I've never had it so good."

It was heartening to hear the new buoyancy in her voice. I had always admired Anne's spunk, and I knew she would always be young at heart.

My faith in her was further confirmed when Mr. MacDougall told her she was the best secretary he had ever had.

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An Open Letter to America's Grandchildren



by James B. Conant

*A great patriot answers Khrushchev's boast
that the future belongs to Communism*

MR. KHRUSHCHEV, on more than one occasion, has prophesied that my grandchildren and their contemporaries will live under Socialism and like it. In fact, he has specifically predicted that they "will not understand how their grandparents did not understand the progressive nature of a Socialist society."

Now, like all statements of Communist leaders, these words of the Soviet boss need to be examined with great care. It is a favorite trick of Communists

to use words in such a way as to give them a double meaning—one for home consumption for the Communists, the other to beguile the enemy, the Capitalists.

"Progressive" is for most Americans a word with favorable overtones; for members of my generation, who admired Theodore Roosevelt, the word brings back pleasant memories and uplifting political sentiments. Even the word "Socialism" is for many not an evil word, though the American electorate has repeatedly demonstrated its almost complete aversion for political candidates who campaign under this banner.

In fact, the adjective "socialistic" has been applied to so many schemes in the last half century, some of which we now take for granted, that a sense of boredom overtakes many people when an orator once again opens up on this theme. Moreover, we are told that the Scandinavian countries, and even Great Britain, have gone far down the road of Socialism, and yet life in these nations is reputed as being quite similar to that in the United States.

In short, to most American ears the phrase "the progressive nature of Socialism" has an innocent sound. It is vague and, at the worst, seems to indicate change, and change that would appeal to young people—something different and better than the "old hat" ideas of their parents and grandparents—particularly the grandparents!

Quite intentionally, I believe, Mr. Khrushchev describes the future as he sees it in terms which would *not* frighten most Americans. At the same time, he knows that the same set of words have for his party members a precise meaning which in no way repudiates the direction of his policy in the Soviet world. For people who live on the other side of the Iron Curtain, the word "Socialism" spoken by a Communist means the kind of society now established in the Soviet Union.

I was in Moscow only for ten days fifteen years ago and can read no Slavic language. Therefore, I cannot report on Russia. I was in Germany, however, for four years and in a position to hear a great deal about what went on in the Soviet Zone of that country. I do understand German and have talked with many refugees from the Soviet Zone and read a great deal of the official pronouncements and explanations of the Communist Party in Eastern Germany (actually it is called the Socialist Unity Party).

Therefore, I draw on this experience when I picture what Khrushchev has in mind when he speaks to fellow Communists about the "progressive nature of a Socialist society." And the fact that a struggle still goes on in the eastern part of

Germany to convert the inhabitants to the Soviet view makes a study of "Socialism" on the Russian model particularly revealing.

Certainly the speeches and writings of the leaders of the Party within the Soviet Zone prove how much the situation in the Soviet Union itself is taken as a model and what the proponents consider the essential elements in this model.

I do not doubt Mr. Khrushchev hopes that his use of words will bring to mind utopian pictures. Khrushchev's predecessors, Lenin and Stalin, however, have made it perfectly clear by their writings and their deeds that the change to "Socialism," as they use the word, can only be brought about by a revolution.

Futhermore, the Soviets cling to the writings of Marx and Lenin and to a declaration of the most important article of faith in the Communist Creed—namely, that history is on their side. In other words, they feel the triumph of their principles is inevitable. I submit that Mr. Khrushchev's prophecy directed to my grandchildren is only another rendering of this same article of faith.

Do I believe it? Certainly not.

Since I regard the whole set of ideas associated with Marx and Lenin as vulnerable to at-

tack by rational arguments, I am not impressed by predictions which are made on the alleged scientific basis of these ideas. Nor am I moved by appeals to the "progressive nature" of a totalitarian state. What is implied is concern for the underprivileged and underfed, better conditions for everyone, every generation.

Now in Russia it is possible to realize this for the present, since the previous level of subsistence was so low and the degree of industrialization so small. Each five-year plan can be proclaimed as a step forward. But this argument does not hold in Germany, which was highly industrialized and had a high standard of living and of culture before the Russian revolution had started.

Leaving aside all the human suffering involved in the liquidation of the old order (which the dwellers in the Kremlin can now regard as ancient history for Russia) and assuming my grandchildren would survive a corresponding liquidation in the United States, I cannot see what would be "progressive" about a United States of the year 2000 patterned on the Soviet model.

Nor, as a matter of fact, do I believe the present Soviet model will be regarded as an ideal by any large group of

people when the next century is ushered in. So I am not as much inclined to warn my grandchildren against Socialism as I am to warn them against Soviet-dominated imperialism which, if unchecked, will lead either to a devastating global war or to a long period of internal strife and impoverishment in the United States.

With these thoughts in mind, I write the following open letter to American children now in school who will be middle-aged when this century has passed.

Each of you has an opportunity which relatively few had in any country a century ago. You can remain in school full time until you are at least 16 (indeed, in most states, you must).

With few exceptions, all of you can complete a high school course. Those of you who have the ability and the desire can pursue your studies in a college or university in many localities with relatively small expense. Something like half your time in the junior and senior high school years is devoted to what I am going to call general education for free men.

The other half can be considered as pertaining to your work as a productive member of our free society—advanced algebra and physics, for exam-

ple, for the future doctor or engineer, tool and die work for the future skilled mechanic.

Developing specialized skills, either manual or mental, is a long process and, for many, should start in high school and may go on through the post-graduate years of a university. (I think, for example, of that combination of skills which a surgeon must possess.)

The nation needs to have many with highly developed special skills; our complex, industrialized society demands an increasing number of such people.

But it is not about your specialized education I wish to write, but about your general education. Unlike your Russian contemporaries, you live in an open society of free men; you will be encouraged in school to discuss all manner of subjects and to express your own opinions.

You will not be indoctrinated, but rather urged to examine a variety of political doctrines. Make the most of the opportunities thus provided with the objective of understanding the American traditions.

Develop an interest in local public affairs, in political parties, in candidates for local, state and national office.

Read widely in history and

be concerned with current affairs as well.

Argue with your schoolmates on a rational basis and be ready to examine critically all simple-sounding propositions that are claimed to be self-evident.

Demand the evidence for dogmatic statements which, if true, would be of importance. Above all, develop an insight into human nature so that you can detect the fraudulent expert and the bluffer. The future of the United States will depend to a large extent on the people you and your fellow voters send to the State Capital and to Congress.

Do not let any proponents of the irrational convince you that there are no rational political arguments, no principles worth defending, that the political framework of a nation is of little or no consequence, and that our Bill of Rights and our judicial machinery are matters of small importance.

On the contrary, after you have examined the doctrines carefully on which our political and economic life is based, be ready to defend them strongly before all comers, not being ashamed of the idealism they have generated in the past.

The public schools you attend are a product of noble American aspirations and exemplary

our adherence to the twin ideals of equality of opportunity and equality of status of all forms of honest labor.

A long protracted struggle between two cultural patterns seems to be ahead. But democracy as we understand the word in the United States will, I believe, win almost every round—provided, of course, that we have sufficient intelligence and foresight to recognize the true nature of the struggle.

This nation, having arrived at a stage in history where the words "foreign policy" take on new meaning, must traverse that narrow knife-edge which divides supineness from belligerency.

Patience and yet more patience, strength and wisdom to handle strength—all these we shall need in abundant measure.

No one can deny that the people of the United States in the last century and a half have made a lasting and highly significant contribution to the development of civilization. But our task is nowhere near completion.

We have been the medium for carrying forward certain ideals and aspirations. To a considerable degree it is in our hands today to decide how much greater shall be our contribution. Who could ask for

more than to be given an opportunity to live in a time when such possibilities lie ahead?

The stream of history is fed by many rivulets and springs; until the river disappears, each source can claim its share of credit for the mounting power. But it has been given to some people, at certain times, to open a mighty sluiceway.

The waters they have liberated soon lose their identity, but the sudden swirl of the new currents has become legendary with the course of time. So it was with the Greeks more than 20 centuries ago; so it is with the democratic nations of the world today, and above all with this republic of free men.

Our unique contribution is not in abstract thought nor in

art nor poetry. It is rather in a demonstration that a certain type of society long dreamed of by idealists can be closely approached in reality—a free society in which the hopes and aspirations of a large fraction of the members find enduring satisfaction through outlets once reserved for only a small minority of mankind.

Bringing us closer to this reality should be the aim of all citizens in the United States, for if this can be done, we need have little worry about the outcome of our struggle with the Soviet Union.

To prepare yourselves for such an effort on behalf of your fellow Americans should be the goal of all of you who are in school in the United States today.

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"I'll go along with the gag—I thought your speech was magnificent too, Boss—"

DON'T Bawl Him Out...

Bail Him Out

by Herman Harrow

"Jim, you're doing that work all wrong. The way you're doing it takes twice as long and causes too much waste. Do it this way . . ." Ever hear somebody say something like this? What would be Jim's natural reaction to this statement? Of course, he'd be sore and take immediate offense and so would you! Why is this?

Let's think about our own reactions to the statement made above. It's only natural for us to think that all of our thoughts and actions are good and proper or else we wouldn't think or act the way we do. This is true even when some disturbing in-

cident has taken place—something that may not be to our credit. We'd probably like to forget it happened if we could—but we can't! It keeps disturbing us. Pretty soon our mind begins telling us that it wasn't so much our fault after all. It was all just a mistake. We didn't do what other people

thought we did—not really—we were just misunderstood. Here's what *really* happened! And we begin to change the picture *just* a little. Not much—but the little variation puts us in an entirely different frame of mind—we see ourselves in a good light. Our mind automatically gets us out of the tight spot our conscience put us in. By that little evasion our mind justifies our errors so that we become convinced that the thoughts and actions in the particular situation were good and proper.

No matter what we want to do—whether it is right or wrong—if we *want* to do it we can usually find a plausible explanation for it. Then if somebody comes along and calls attention to the very thing our minds have been so busy justifying, isn't it only natural—isn't it really *inevitable*—that we begin to resent it and begin at once to think of even more alibis.

While our brain will alibi our own failures, it is difficult to alibi for the failures of someone else. So it is not unusual for us to become critical of the failings of others. The only time our brain normally permits us to be kind to others is when we realize that they want to help us.

Let's look at it from another

angle. "What's done is done and cannot be undone." A person committing a mistake may not realize he is making one, or even if he does will go through the alibi technique described above. If others know of the error, the act is normally humiliating in and of itself, so no useful purpose is served in bawling him out. After all, the main purpose of correcting the actions of others is to prevent a recurrence of that type of error. The only effective way this can be done is to *save face* for the individual concerned. Face saving creates favorable attention, shows the listener we still respect him, builds future cooperation and encourages him to willingly do the right thing in the future.

If face saving is not used, the listener will not alibi our failure to do so, the unfavorable or resentful memory lingers on and he may be difficult to reason with because his mind is full of excuses or alibis. Let's see how this face saving technique can be applied.

Develop an Alibi for the Person

Since the individual's natural reaction is to justify his actions, if we beat him to the punch and create an alibi for him, there is no need for him to develop one and his mind is left open for our comments. Creating an

alibi for him really shows him we are putting ourselves in his shoes, thinking from his viewpoint rather than ours. It shows we respect the listener's thoughts and reinforces the natural alibi technique of believing what he was doing was proper. This makes him feel that he still looks fine in the speaker's eyes.

For example, to stress the importance of appraising subordinates regularly, instead of telling the supervisor that he's "not getting the best results from his people," we could say: "I know you have enough paperwork to keep you busy" or "I know you feel the fellows know what you think of their performances through your daily contact with them" or "I realize it is distasteful to tell other fellows things they may not like to hear, but . . ." (and then go on to state what you'd like him to do).

Place the Blame on Conditions Beyond His Control

Sometimes our listener is apt to blame other people, things or conditions rather than himself for the undesirable results which we note. As in the technique described above, if we show the listener that we recognize the conditions he is up against, he is relieved of the necessity of pointing these sit-

uations out and his mind may then be more receptive to our suggestions. Typical conditions on which blame can be placed are those of nature (weather extremes); people; materials or things (tools, equipment); and situations (economic situation, taxes, unions, laws). Some connecting phrases which are useful in leading into these conditions are: "I don't know if this ever happens to you but . . ." or "Whether it's right or wrong, sometimes people . . ." or "By the very nature of things. . ."

For example let's say you are trying to show that one of the undesirable results to a personnel supervisor of using loud and abusive language is that union people may hesitate to come in to see him. Instead of saying, "Jack, you know we've received complaints about the language you've been using when dealing with the fellows . . ." (and immediately putting him on the defensive ready to show you that he's not to blame for this if it's true at all) try this approach: "Jack, you've no doubt run into many employees who have set themselves up as experts on contract interpretation or who think people in personnel must drop everything they're doing just to take care of their problems. We both recognize that some employees use loud and abusive language

when talking with others, and that many of them have trouble understanding rules because of language or education difficulties . . ." (then go on to state what he can do about this situation). By taking him off the hook and relieving him of the necessity of defending his actions, we leave his mind receptive to our suggestions and show him we recognize what he is up against.

Take the Blame for Not Having Prevented the Mistake from Happening

If we accept the proposition that the supervisor must assume responsibility for the actions and, consequently, the mistakes of his subordinates, it could be argued that the mistake is really the supervisor's—so why not admit it? The old adage that "if the student has not learned, the teacher hasn't taught" can logically be extended to the conclusion that if a subordinate performs improperly, the blame normally rests with his superior. Accepting the blame does another thing—the listener does not have to find excuses for his actions and this makes it easier for him to admit the mistake even if he doesn't say so openly. It may even be that the listener will reciprocate by trying to take the full blame himself and this

really puts him in the proper frame of mind to accept suggestions. By taking the blame, the supervisor neatly removes his listener from the hot seat and opens his mind to change.

The key, however, is not just to accept the blame, it is in laying the proper groundwork to create a favorable reception for the correction we desire. Obviously, this technique depends on realistic situations where the supervisor could be a party to the improper action.

For example, if an employee were coming in late frequently, instead of saying: "You know, Janet, this is the third time this week you've been late; let's try to get here on time!" . . . try this: "It's my fault for not talking to you sooner about your tardiness, Janet. I've fallen down on the job . . ." (and then go on to show what action you desire).

Point Out Any Benefits that Come from the Undesirable Action

Have you ever been in a situation where you broke your hostess' valuable crystal glassware and there was that terribly embarrassing silence where no one knew quite what to say? Of course you were sorry but so was the hostess! Would you rather have tried to fumble through an apology and have

obviously hurt faces feebly try to pass it off 'or would you rather have had her say something like: "Don't worry, it's open stock. I've been meaning to buy some additional sets anyway and this gives me a good excuse to go uptown to get them." How much better you feel when your hostess saves your face, discounts the loss or actually sees some benefit from the accident. "There's no ill wind that doesn't blow some good."

What about the person who inadvertently drops cigarette ashes on the rug and the host who says: "Don't worry, it's good for the moths!" Or when a dish gets broken while you're helping out in the kitchen and the hostess asserts: "Well, there's one less dish to wash!"

Obviously this technique can only be used when the ill effects are minor; the speaker must not fabricate the benefits or show insincerity, and it cannot be used in correcting the actions of individuals. But think of the goodwill it creates, the embarrassment that is reduced in minor situations!

These several techniques again are based on the assumptions that the error cannot be undone and that our main purpose is to create a favorable attitude so that a repetition is not made. So when your listener does something which you feel can be improved, don't bawl him out—bail him out and see how much more effective you can become in dealing with these situations.

*"Charlie, will you handle this ship—
oops! Didn't mean to startle you!"*



ACT ON FACT

by James Black

Tom Scully (name fictitious) slammed his clipboard on his supervisor's desk. "You didn't give me a satisfactory crew! The job was unsafe and I wouldn't do it under those conditions," he said as he turned and started out of the office.

Insubordination? Refusal to carry out a proper order? It seems so, doesn't it? But let's look into the case and see if Scully was justified. Obviously, if his supervisor asked him to undertake an assignment that was dangerous to him personally or could cause injury to the members of his crew, he had the right to protest.

Tom Scully was a First Class Glazier at a certain manufacturing company. One morning he received a work order directing him as "lead man" to take a crew of five employees—including two skilled glaziers—and install a large piece of plate glass in the store front of a local merchant. Scully did not think the members of the crew assigned to him had the necessary skills for the task.

"Handling plate glass is very dangerous," he told his super-

visor. "I need two more glaziers."

After some talk he won his point. The supervisor revamped the crew by taking two skilled employees from another job and giving them to Scully.

"We'll talk about this later on," he warned.

When Scully completed his day's work and returned to the plant he was told to report to his supervisor's office.

"I have discussed this matter with my superiors," said the supervisor, "and they agree that you need discipline. Your attitude is hurting the morale of my department. Therefore I am suspending you without pay for two weeks. The charge is 'Failure to comply with a reasonable order.'"

And then Scully made the exit described above.

A SUPERVISOR'S GUIDE TO INTELLIGENT LABOR RELATIONS

Grievance to Arbitration

Tom Scully filed a grievance, and the argument at last reached an arbitrator. As you might expect, the version that Scully gave of his interview with his supervisor was altogether different from the facts as reported by the latter.

According to Scully's boss, the interview went like this. "Scully came in and objected to the size of the crew. I assured him that the proper number of men were assigned. Scully blew his top and cursed me. I revised the crew because there was no other way to solve the problem. I was on a tight schedule and had I disciplined Scully immediately I would not have been able to get the work done. Besides, I wanted to check my thinking with the superintendent on the amount of discipline to impose. So I sent Scully on his job and told him I would take up the matter with him later. During the second interview Scully was also abusive and profane. I am not accustomed to having swear words thrown at me. I suspended him for two weeks. This discipline penalty was richly deserved."

Scully based his defense on two points. He maintained that he had not cursed his supervisor; that throughout the in-

terview his attitude was reasonable and conciliatory. He claimed that the work assignment was unsafe and that he had every right to object on behalf of the men.

The Arbitrator's Decision

After hearing both sides of the dispute, the arbitrator gave this opinion: "The crucial point in this case is as follows—Did the grievant unreasonably and arbitrarily refuse a proper work assignment, or was he justified in his refusal by his belief that the crew assigned to him was unsafe?"

"Much testimony has been given concerning the hazard of handling large sheets of plate glass. Admittedly unusual skills are required to do so safely. Scully evidently thought that his original crew lacked the skill to accomplish the job. He went to his supervisor with his complaint and claimed that when he voiced his worry he was asked, 'Are you refusing to do the job?'"

"The supervisor tells a different story, and the length of the interview—some ten minutes—indicates that he tried to persuade the employee that the order was reasonable. Under protest, the supervisor gave Scully his way. According to the testimony two other glaziers were called from other jobs

and assigned to the crew. Both of these employees have testified that the original crew was competent to perform the work and that they would have obeyed the boss's instructions had they been in Scully's place.

"Scully's supervisor is a man of many years experience in the glass industry. He has the reputation of being quiet, calm and impartial. His judgment, say many witnesses, is excellent. He is not capricious nor is there any record of bad feeling between him and the grievant. He had personally investigated the location where the glass was to be installed, and had made up his crew assignment the day before the incident occurred.

"It is a basic principle of employee-management relations that unless the assigned job is detrimental to a worker's health or safety, he must accept it if it comes within his classification. He does not have to accept a dangerous or unsafe job. Judged on the basis of the testimony, the preponderance of evidence shows that the work which Scully refused to do was not unsafe.

"It is the function of management to find and develop work and to provide the personnel and facilities to accomplish the work so developed. The efficient cooperation of em-

ployees in the performance of assigned tasks is essential to any operation. Management has the right to require it.

"The company claims that Scully was endeavoring to determine unilaterally the assignments of men to his crew. It points out that Scully was a union shop steward trying to throw his weight around.

"On this point I do not agree. Scully may have been sincere in his conviction that it would be unsafe for his crew to install the glass. However, I am not convinced that Scully's fear for the safety of his crew had any basis in fact. Furthermore, the employee certainly lacked that spirit of cooperation so necessary to sound operation.

"The union has argued that Scully's supervisor suspended him in a fit of temper. This is not a fact. The supervisor warned Scully that he would take up his act of insubordination at a more convenient time, and then sought the service of his superior, who agreed that the employee deserved punishment and approved a two-weeks disciplinary lay-off. Whether or not this penalty was too severe or too lenient I will not say. I do not propose to substitute my judgment for the company's. But from a reading of the facts it is evident that Tom Scully merited pun-

ishment for his insubordination. Therefore it is my decision that the grievance has not been sustained and I hereby dismiss it."

Insubordination Hard to Prove

Insubordination is always difficult to prove. An employee has the right to protest an order he considers unsafe to execute. This is an important exception from the general labor relations maxim, "Obey the order and grieve later." But the protest of an order is not a refusal to obey it. At the same time the very act of objecting can irritate a supervisor who has issued what he considers reasonable instructions. When this happens arguments sometimes result.

If discipline is applied impulsively in such a situation, the supervisor may find his judgment reversed at a higher level in the grievance procedure, or upset in arbitration where calm review of the affair makes it clear that the supervisor himself played a part in provoking an unpleasant incident and that there were faults on both sides. Actually, any supervisor by his very position of authority can trigger an act of insubordination if he wishes. You have heard the old

prescription for getting rid of an uncooperative employee: "Back the so-and-so into a corner and when he hollers fire him for insubordination." Sometimes this strategy works, but more frequently it backfires. In either case it is poor employee relations.

A Wise Decision

Tom Scully's boss handled a difficult situation well. When Scully protested, he tried to reason with him, but the employee refused to face the logic of his superior's point of view and was determined to have his own way. In so doing he assumed the burden of proof. To show that he was justified in refusing to carry out instructions, it would be up to him to demonstrate that the assignment, as the supervisor planned it, was dangerous. Scully couldn't do.

Furthermore, despite severe provocation the supervisor kept his temper. He reviewed the incident with his superior, and as a result the penalty was fixed. This was proof conclusive that the punishment was not a spontaneous act.

The arbitrator sustained the discipline imposed and an employee accustomed to "walking tall" around the shop received a well deserved comeuppance.

This case is based on one described in the Labor Relations Reporter. It has been altered to illustrate certain principles of supervision.



Push-Button Parking Is Here!

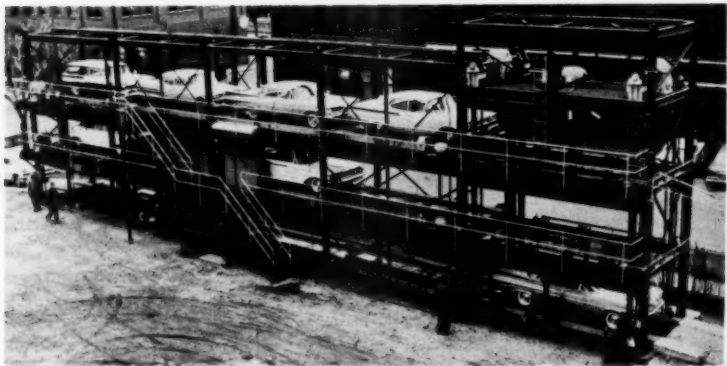
Push-Button Parking became a reality in the yard of Taylor and Gaskin, Inc., Detroit, a firm specializing in fabricated steel and conveyor systems. This tri-level prototype of the facility, as yet unnamed, has proven successful in all tests and shakedown runs, according to Mervyn G. Gaskin, chairman.

The device is a double-ended "automatic parking lot" in which the driver enters at street level and drives his car directly onto a waiting plat-

form. When he and his passengers have left the car, the attendant pushes a button and the car is automatically parked.

An identification ticket given the driver has the number of the deck on which the car is parked. When the driver returns, the attendant presses the button for that particular parking deck and the car is automatically delivered to the exit end, where it is ready to be driven away.

There is another advantage too, it eliminates the chance of



scratched and banged fenders. Only the original driver is ever behind the wheel.

The operation is based on a controlled cycle, with established delivery times. A facility four units wide can park four cars every 35 seconds.

The total facility may be as many units wide as land permits and may be built both above or below ground or within existing structures.

"On-A-Wall" Water Cooler

Kelvinator announces the addition of the "On-A-Wall" to their full line of Water Coolers. The compact unit, mounted directly to the wall, may be set any distance from the floor.

Outstanding external features of the new product are a Silver Jet Grey plastic vinyl laminate finish on 20 gauge steel; removable front panel and grille; mirror polished stainless steel top with anti-splash ridge; wall protector back; Daily-A-Drink bubbler and provision for glass filler.

This will add to the "modern look" in any office.

Dustless Drilling Assembly

A new drilling and dust collecting assembly has been announced by Le Roi Div., Westinghouse Air Brake Co.

The usual cloud of abrasive dust resulting from drilling



through concrete is eliminated by this new unit. It can also be used for gas leak detection work and parking meter installation. The unit is designed for a Le Roi Tractair, a combination compressor-tractor.

Dust and cuttings, trapped by a suction cap that fits around the drill steel, are pulled through a hose to a DK-280 Vac-nu-matic dust collecting tank. This system improves work conditions and reduces maintenance costs on both compressor and rock drill.

Filler Snakes Developed

Hexcel Products, Inc., Berkeley, Calif., has developed a "near-perfect" filler snake for use in the stretch-forming industry. The snake, known as the HOBE (Honeycomb Before Expansion) snake, is completely flexible and can be used in stretch-forming almost any contoured metal part. Currently, its chief use is in the manufacture of structural components for aircraft and missiles.

Though the HOBE is actually a segmented snake, its segments are only 0.005" wide. Thousands of strips of 0.005" thick aluminum foil are stacked and secured to one another to form a snake of any size. Produced in this way, HOBE snakes are more economical than conventional types.



One end tucked under, the other folded and twisted laterally, demonstrates unusual shapes to which HOBE snake can conform.

Advantages over segmented snakes include ease of storage and the HOBE's configuration may be easily altered by machine, making possible a multi-purpose snake. Its near-perfect surface conformity coupled with its attractive price make the HOBE a near-revolutionary item in the stretch-forming industry.

Hazardous Laboratory Tests

Hazardous test laboratory facilities at the Boeing Airplane Company power plant test center at Wichita, Kansas, cover 6,400 square feet and ten environmental test installations for fuel components and systems.

Test installations include an altitude-temperature chamber capable of simulating 70,000 feet altitude and temperatures ranging from -80° to 250°F; salt spray and sand-dust chamber and slosh and vibration table. Other propulsion test installations include a Mach two to four supersonic wind tunnel; fuel system mockup area with fuel tank farm, and an integral wing system test stand.

Propulsion test facilities are part of Boeing-Wichita's completely integrated research, design, development and production activity in the field of advanced aircraft.

MANAGING BY COMMUNICATION

by Willard V. Merrihue

HERE IS A BOOK ON MANAGEMENT COMMUNICATIONS that will be welcomed. It is a valuable addition to the literature in this field. Its value derives from a somewhat different perspective of the communicating process. Mr. Merrihue's own words best illustrate the tenor of his book:

"Communication is not an end in itself. There is no profit in communicating just for the sake of communicating. Communication is a means—and a very effective means—for the solution of managerial problems and for the attainment of managerial objectives."

Mr. Merrihue harbors a notion that makes a lot of sense. He says, in effect, since communication is a means to an end, it might be well to talk more about *what* we want to communicate and *why*. To be sure, he deals with the *how*. But this follows, not precedes, the objectives of communicating.

Mr. Merrihue is a manager

who is also very well versed in the techniques of communicating. But he is a manager first. Thus, he can talk with a good deal of specificity not only on "How the Modern Manager Uses Communication," but how, specifically, he uses it in improving employee relations, in union relations, in community relations, and in supervising hourly employees. But because he is a manager, he is able to discuss first what really constitutes good employee relations and what constitutes good union relations.

At this point it probably is well to point out that Mr. Merrihue is Manager of Community and Business Relations for the General Electric Company. Naturally, he draws considerably upon his company's experiences. This could be good or bad. Here, it is good. For one thing, his company has developed and implemented some very interesting concepts of communication, particularly in the areas of union relations and

The Manager's Book Corner

This month we have selected two books to be offered through our special book purchase plan. Either or both may be ordered at the special 20% discount price for NMA members. Both books are reviewed by Norman George, NMA Manager, Research and Development.

community relations. For another, the size and decentralized nature of his company provide experience in a wide variety of situations. Merrihue's many references to other companies and research literature indicate, furthermore, that his ideas on communication are founded upon a broad base of information and knowledge.

MANAGING BY COMMUNICATION will be valuable to those at practically any position level. Middle and higher level managers will be particularly interested in the first several chapters which deal with broad policy questions on matters of what should be communicated and why. Later chapters deal with specific applications, ranging from the design of a com-

plete communication structure for the business to specific uses in areas such as achieving employee participation.

One complete section is devoted to the supervisor's role in communication. While the author's treatment of specific areas such as selection, interviewing, and orientation of new employees is not exhaustive, some guides are provided. More important, the communication process in these areas are related to the responsibilities and expectations of the first levels of supervision.

MANAGING BY COMMUNICATION'S most valuable contribution is in helping the manager view the communicating process as an integral part of the management function.

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NOTE: This special price reduction is made possible by saving certain costs. It is necessary, then, that payment accompany each order.

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_____ copy(ies) of **MANAGING BY COMMUNICATION** at the special price of \$5.60.

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WHAT EVERY SUPERVISOR SHOULD KNOW

by Lester R. Bittel

HOW WOULD YOU LIKE TO SIT DOWN with an honest-to-goodness expert on supervision, pop questions to him on practically every aspect of your job, and get clear, precise answers? If this appeals to you, you will find this book most interesting.

The format of the book is refreshingly simple: It consists entirely of questions and answers. Over seven hundred of them, in fact. Some sample questions: "How do you find places on the job where methods can be improved?" "What's the most important thing you can do when handling grievances?" "When can't you make a discharge stick?" "How do you get down to the real business of training an employee to do a job the way you want him to?" "Where should you begin your cost-cutting efforts?" "To what extent should you try to budget your time at work?" "What can you do to cut down your paper-work load?"

Bittel divides his questions into five main categories called, respectively: About People At Work, Supervising People—The Fundamentals, Supervising People—Special Techniques, Managing Your Job, Helping Yourself to Succeed. A look at some of the sub-topic head-

ings gives you an idea of the areas covered. For example, Communicating with Employees and Associates, Organization and the First-Line Supervisor, The Supervisor's Role in Labor Relations, How and When to Discipline, Time-Study Fundamentals, How to Hold Group Discussions and Lead Conferences, Understanding Business Economics.

Here is as handy a reference for the supervisor as we have seen anywhere. Normally, we're somewhat suspect of the quick and easy answer to supervisory problems. But we have no reservations on this one. Though the answers are usually brief, they are not "quick and easy." They are carefully studied, reflecting the author's background both as practitioner and student of supervisory management. Currently an editor of *Factory Management and Maintenance*, Les Bittel has had an extensive

business and management career including experience as a department foreman, assistant plant superintendent, and regional training director.

All in all, this is a most de-

lightful and practical volume. Within a very short time you're likely to find it the most tattered volume on your book shelf as the result of constant usage.

"Let's Do It Smarter"

As 1960 dawned, production departments of B&H Instrument Company, Inc., Fort Worth, blossomed with bright orange banners bearing a cryptic "LDIS."

After a few days of wonder and sundry translations suggested by employees, plant manager Dwight Adams announced a production-improvement program—"Let's Do It Smarter."

Adams says various activities are planned to keep employees better informed on why the company has a continuing need for "smarter" manufacturing, and to stimulate suggestions from all employees on specific ways to improve.

As a recurring reminder and practical means for making suggestions, approximately 200 employees are receiving LDIS idea notebooks every two weeks. Covers of each batch of notebooks feature a different

cartoon, usually a zany example of improvement. Enlargements of the cartoons are posted throughout the plant and changed bi-weekly.

Explanatory message inside the notebooks point out:

"... our ways of doing things are good but far from perfect. And other companies in the same business keep looking for better ways to do things, smarter ways than ours. So we have to keep alert to improve, to keep ahead, to compete best in giving customers the best combination of product quality and reasonable price, to maintain and increase sales of our products—the only sure way we can protect our jobs..."

The message outlines specific areas of improvement possibilities and urges the employee to "take a fresh look" at work procedures, jot down ideas for improvement and give them to his supervisor.

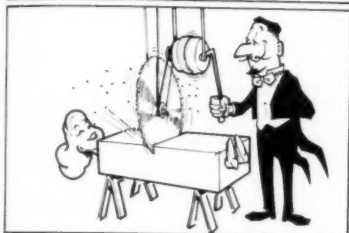
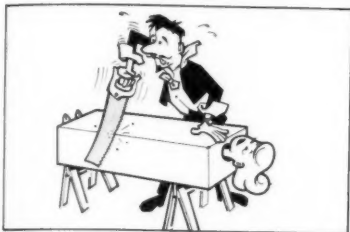
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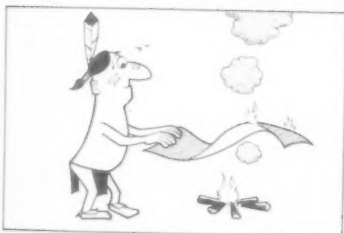
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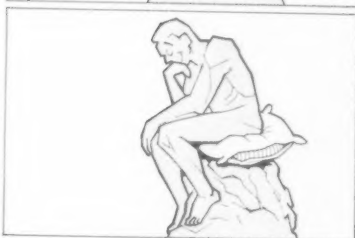
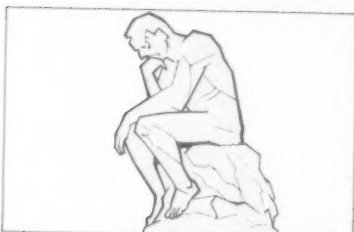
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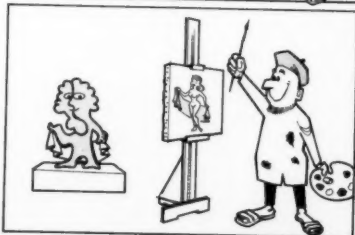
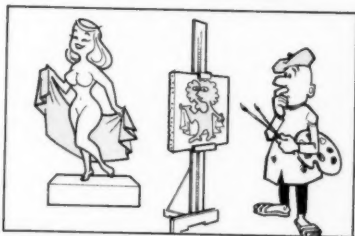
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***Let's Do It Smarter**

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